

Bainbridge Island School District

SCHOOL CONFIGURATION ANALYSIS MATRIX – USING PROJECTIONS FOR 2014-15

K-5 CONFIGURATION: Elementary (K-5), Middle (6-8), High School (9-12), Options (K-12)

CRITERIA	PROS	CONS
<p>Educational Programs & Implications</p> <p><i>Questions to consider: How would this configuration change educational programs/opportunities for students in Gr. 5? Gr. 6? What would be the schedule implications (e.g. # lunches)? How would these changes impact special education programs? Extracurricular options?</i></p>		
<p>Examples:</p> <ul style="list-style-type: none"> ■ Course offerings ■ Schedules ■ Special education program ■ Extracurricular ■ Highly capable 	<ul style="list-style-type: none"> • Grade configuration aligns with configuration of Common Core Standards (K-5, 6-8, 9-12) • Most publishers design curricula to fit this grade configuration • Fewer transitions for special education students • More elective opportunities for Gr. 6 students if they are part of WMS • Could provide greater opportunities for acceleration for highly capable students in Gr. 6 if they are in the same building with Gr. 7-8 • 	<ul style="list-style-type: none"> • If we stayed with the current # of schools and did K-5 schools, the schools would continue to be “under-utilized” with approximately 350 students at each school; therefore, it doesn’t make sense to move to a K-5 model and maintain the same # of schools. • If we stayed with the current # of schools, specialists would need to continue traveling to multiple schools. • It would more challenging to provide band instruction for Gr. 5 students, if they are spread across 3 schools.
<p>Number/Size of Schools (2014-15 Projections)</p> <p><i>Questions to consider: How does the projected enrollment match current capacity? How do these school sizes compare with other districts? Do any of the projected sizes pose concerns?</i></p>		
<p><u>6 schools</u></p> <p>K-5 #1 = 481 K-5 #2 = 496 K-5 #3 = 458 6-8 = 808 9-12 = 1211 Com = 280</p> <p>TOTAL= 3734</p>	<p><u>7 schools</u></p> <p>K-5 #1 = 365 K-5 #2 = 304 K-5 #3 = 355 K-5 #4 = 411 6-8 = 808 9-12 = 1211 Com = 280</p> <p>TOTAL= 3734</p>	<ul style="list-style-type: none"> • If the District closes a school and reconfigures to 3 elementary schools (K-5), space in those 3 schools would be better utilized • If the district moves to a Gr. K-5 configuration and closes a school, the change to this configuration would be easier, with Gr. 4 students simply remaining with their current classmates, and Gr. 5 students moving as a group from Sakai to WMS for Gr. 6. • If the district does not close a school, boundary changes must be made to shift students from the 3 K-4 schools to Sakai. • WMS would be near capacity (to what extent would portables need to be used?) • WMS would need to re-configure internally some classes... • If the District continues to have 7 schools, this configuration would result in a much larger middle school but much smaller K-5 schools with a number of unused classrooms • If there are only 3 elementary schools (K-5), some classrooms would need to be added (Blakely, Wilkes, possibly Ordway); number of rooms depends on which school is closed.

<p>Staffing Costs & Implications</p>	<p><i>Questions to consider: How would this change impact staffing costs and number of staff? How many staff members would need to change schools? What challenges might this configuration pose for reassignment of staff (i.e. impact on staff with specific certification/endorsements)?</i></p>	
<p>Examples:</p> <ul style="list-style-type: none"> ■ No. of staff positions that would be added or reduced ■ No. of staff who would change schools ■ No. of schools that specialists would serve 	<ul style="list-style-type: none"> ● Closing 1 school could result in staffing cost savings of about \$498 K ● If a school is not closed, a K-5 configuration would save @ \$243 K in staffing costs. ● A change to a K-5 model would probably align best with current specialist staffing, allowing most specialists to work in 1 school 	<ul style="list-style-type: none"> ● If the configuration changes, most Sakai teachers will need to move to Woodward or one of the K-5 schools. ● There would be a reduction in the # of classified and administrative staff positions.
<p>Operational Costs & Implications</p>	<p><i>Questions to consider: How would this configuration impact operational costs? What savings might the District realize through this change? Are there any additional OPERATING costs that would be associated with a change to this configuration?</i></p>	
<p>Examples:</p> <ul style="list-style-type: none"> ■ Utility costs ■ Transportation costs 	<ul style="list-style-type: none"> ● Facility operational cost savings: If a school is closed, the cost savings depends on which school is closed. Districts do not realize 100% savings when a school is closed. NKSD is using 60% cost savings & CKSD uses 50-60%; when you move students to another school, they will add costs to the other school. <ul style="list-style-type: none"> ○ Blakely: \$60,000 ○ Commodore: \$81,000 ○ Ordway: \$56,000 ● Transportation: If we closed Commodore, we would save approximately \$20,000. 	<ul style="list-style-type: none"> ● Transportation: If we closed Blakely and transported those kids to Sakai, it would add approximately \$8,500 in transportation costs. This model would also increase bus rides for kids from South end of isle from 30-35 minutes to 40-45 minutes.
<p>Political Considerations & Implications</p>	<p><i>Questions to consider: What local or state political factors need to be considered? What are the advantages/disadvantages of making a change to a K-5 configuration?</i></p>	
<p>Examples:</p> <ul style="list-style-type: none"> ■ Projected impact of political decisions (e.g. McCleary) ■ Impact on local bond or levy requests ■ Historical & geographical 		

<p>considerations (e.g. location of schools)</p>		
<p>Facility Costs & Implications <i>Questions to consider: What changes would need to be made to district facilities to accomplish this change? How would this change impact facility costs, both short-term and long-term? How long would it take to adapt facilities to make such a change?</i></p>		
<p>Examples:</p> <ul style="list-style-type: none"> ■ Capacity of facilities ■ Short-term facility needs (e.g. portables) ■ Long-term implications (e.g. additional classrooms, renovation of space, replacement of buildings, etc.) ■ Implications for cost of maintaining facilities ■ Possible savings from closing facilities 		
<p>Parent/Community Values & Response <i>Questions to consider: What are the best strategies for sharing information with the public and providing opportunities for timely, meaningful discussion and feedback?</i></p>		
<p>Examples:</p> <ul style="list-style-type: none"> ■ Input from parents and community 		

*Does not include some special education enrollment (e.g. special ed preschool, some students who receive speech language services, etc.)